

Mountain View High School

ARIZONA SCHOOL REPORT CARD 2003-04

3901 W. Linda Vista Blvd., Tucson, AZ 85742

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Richard Faidley
Schedule : 6:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 2114
Web Address : www.maranausd.org
Phone Number : (520) 579-4400
Fax Number : (520) 579-4469
E-mail : s.k.allvin@maranausd.org

Mission

We believe that teaching must be for learning today, tomorrow and to enrich life. We use both a traditional, departmentalized curriculum and an integrated, cross-department one to maximize learning, personal worth and development.

School / Academic Goals

ü All students will master the Arizona Academic Standards in a developmental age-appropriate range.

ü All students will read, write and communicate at or above the state-mandated competency level by graduation.

Instructional Programs

ü Advanced Placement/Honors Classes
ü Freshmen Lion's Academy
ü Special Education Inclusive Model
ü Career and Technical Education

Enrollment

October 1, 2002 School Year Student Enrollment : 2061
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 227

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 32 minutes
First Day of School : 8/13/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition	Council Duties
1 School Administrator(s) 0 Non-certified Employee(s) 8 Teacher(s) 2 Parent(s) 0 Community Member(s) 4 Student(s)	<ul style="list-style-type: none"> ü School Improvement ü Strategic Planning ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	102.00
Other Professional Staff	10.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	5	0	0
4 to 6 years	18	3	0	0
7 to 9 years	8	5	0	0
10 or more years	13	36	1	0

Shared Responsibilities

School

We are responsible for a learning environment that fosters challenging standards for all. We structure the curricula and teaching strategies to ensure that all students learn at their maximum abilities and excel at utilizing ideas and information.

Parents

Please set a good example by intellectual, ethical and civic commitment. Parents should insist on rigorous academic standards for the student and the school. Also, please ensure that students attend school regularly and have their basic needs met.

Resources Available at School Site

Special Facilities

- ü Five Computer Labs/CADD Lab
- ü Television Production Facility

Extracurricular Activities

- ü Key Club
- ü Future Business Leaders of America
- ü Link Crew
- ü National Honor Society

Social Services

- ü Counseling Services
- ü Health Services
- ü Job Placement Services
- ü Lunch/Breakfast Programs

Transportation Policy

Safe transportation of school children is a vital concern. MUSD is dedicated to the selection, training and supervision of professional drivers. Twenty-four buses cover a 42-square-mile route with the longest route taking 40 minutes to ride one way.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We had one Flinn Scholarship Finalist, two National Merit Scholarship recipients, one Dorrance Scholarship recipient, five National Merit Commended students, and seventeen Regents Honors Endorsement recipients.

- ü Eighty percent of our sophomores met or exceeded the Standards on the AIMS Writing test, sixty-three percent met or exceeded on the Reading portion, and forty-two percent met or exceeded on the Math portion.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona High School Counselor of the Year	2003
ü Circle K Teacher of the Year Nominee	2003
ü Chairperson for Southern Arizona Marketing Educators	2003
ü Flinn Scholarship Finalist	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	98			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	440	787	57534	89	90	91	498	494	491	36	42	46	21	19	16	28	26	23	15	13	15
All Students (Prior Year)	475	766	51010	NA	NA	NA	493	488	483	36	39	45	22	25	20	30	26	23	12	9	11
Female	219	388	28155	90	91	90	498	494	491	37	44	47	22	20	16	27	25	24	14	11	14
Male	220	396	28932	88	89	89	498	493	491	33	39	46	21	19	15	29	28	23	17	14	16
African American	16	28	2558	80	88	86	498	493	475	50	50	64	29	19	15	14	23	16	7	8	6
Hispanic	84	172	17547	94	91	86	486	481	475	42	50	64	28	22	15	25	23	15	5	4	6
Asian/Pacific Islander	NC	16	1395	NC	123	96	NC	486	519	NC	47	22	NC	13	16	NC	27	28	NC	13	35
American Indian/Alaskan Native	NC	12	3794	NC	100	91	NC	480	468	NC	70	72	NC	0	13	NC	10	12	NC	20	3
White	328	546	29790	89	88	86	501	498	501	34	38	34	20	19	17	28	28	29	18	15	20
Students with Disabilities	30	83	5562	61	84	93	457	454	461	84	92	79	11	6	10	5	3	8	0	0	3
Students without Disabilities	410	704	51972	93	91	90	500	496	492	33	39	45	22	20	16	29	28	24	16	13	15
Limited English Proficient Students	14	28	5467	108	78	111	473	462	458	75	89	87	25	11	7	0	0	5	0	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	--	NC	10446				--	NC	472	--	NC	70	--	NC	13	--	NC	13	--	NC	4
Non-Economically Disadvantaged	440	786	47088				498	494	495	36	42	42	21	19	16	28	26	26	15	13	17

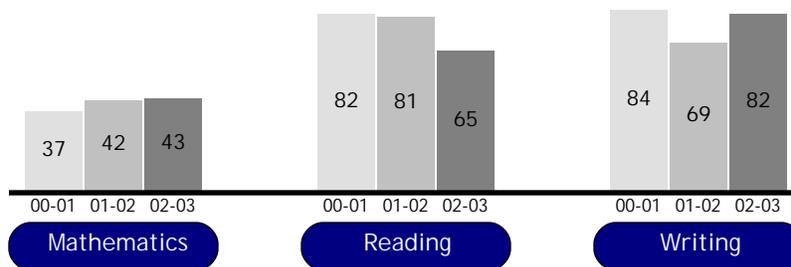
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	433	771	56700	88	89	89	514	513	512	15	11	15	20	22	23	57	60	52	8	7	10
All Students (Prior Year)	474	762	50525	NA	NA	NA	535	530	517	3	5	12	16	18	22	59	57	51	22	19	15
Female	212	373	27862	88	88	89	517	519	517	11	6	12	23	22	22	56	64	54	10	8	12
Male	221	395	28398	88	89	88	511	508	507	17	15	19	17	23	24	59	57	49	7	6	9
African American	16	29	2529	80	91	85	498	515	495	33	11	24	33	26	31	17	47	41	17	16	4
Hispanic	79	166	17305	89	87	85	504	501	494	8	12	24	38	37	31	50	49	41	4	2	4
Asian/Pacific Islander	NC	16	1382	NC	123	95	NC	508	530	NC	9	6	NC	27	17	NC	64	59	NC	0	17
American Indian/Alaskan Native	NC	10	3815	NC	83	91	NC	511	489	NC	14	29	NC	14	35	NC	71	35	NC	0	2
White	327	537	29209	89	86	84	517	519	525	15	9	9	15	17	17	60	66	59	9	8	15
Students with Disabilities	31	72	5215	63	73	87	470	463	478	42	53	43	42	34	29	16	13	25	0	0	2
Students without Disabilities	402	699	51485	91	91	89	521	517	513	10	7	15	16	21	23	64	64	52	10	7	11
Limited English Proficient Students	14	28	5378	108	78	109	488	465	471	0	50	48	100	50	36	0	0	15	0	0	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	433	770	46342				514	513	516	15	11	13	20	22	21	57	60	54	8	7	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	414	741	55090	84	85	87	495	488	479	8	11	16	10	12	13	81	78	70	1	0	0
All Students (Prior Year)	418	717	50572	NA	NA	NA	497	490	481	6	8	14	25	24	23	68	66	63	1	1	1
Female	205	373	27752	85	88	89	497	492	483	6	7	13	12	11	12	82	81	75	1	0	0
Male	202	358	26842	81	81	83	492	485	474	11	14	20	9	12	15	79	73	65	1	0	0
African American	11	23	2336	55	72	78	494	485	464	18	17	25	0	4	14	82	78	62	0	0	0
Hispanic	81	166	16391	91	87	81	480	473	458	12	16	28	16	16	16	72	68	56	0	0	0
Asian/Pacific Islander	NC	16	1356	NC	123	93	NC	480	499	NC	6	7	NC	6	9	NC	88	83	NC	0	2
American Indian/Alaskan Native	NC	11	3731	NC	92	89	NC	472	446	NC	20	37	NC	30	16	NC	50	47	NC	0	0
White	307	512	29053	83	82	84	499	495	492	6	8	8	9	10	12	84	81	79	1	0	0
Students with Disabilities	17	46	4141	35	47	69	451	442	436	50	55	47	0	0	18	50	45	35	0	0	0
Students without Disabilities	397	695	50949	90	90	89	495	489	479	7	10	16	11	12	13	81	78	71	1	0	0
Limited English Proficient Students	14	26	4711	108	72	96	433	434	422	50	56	61	50	22	13	0	22	26	0	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	414	741	44922				495	488	484	8	11	13	10	12	13	81	78	73	1	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	51	46	43	100	47	42	37	96	40	41	41
	Language	97	47	43	41	100	47	42	38	97	41	41	42
	Mathematics	98	69	65	59	100	66	58	56	97	66	63	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Student Prevention Team is a group of students, an administrator and a counselor, that meets monthly to pursue prevention activities. MVHS is a S.M.A.R.T. school: Schools Multi-Agency Response Team; includes admin., sheriffs, and Co. Attorney.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

83

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kirk Spiker	(520) 579-4400
Transportation Policy	Bob Thomas	(520) 682-4789
Community Resources	Hollis Hemingway	(520) 579-4455
School Nutrition Programs	Carol Klemann	(520) 579-4425
Parent Organization	Cheryl Prosser	(520) 579-4400
Student Health/Nurse	Peggy Schneider	(520) 579-4400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards